

DRAFT

**Oyster Bay – East Norwich Central School District
Principal Annual Professional Performance Review Plan**

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Oyster Bay-East Norwich Central School District

Principal Annual Professional Performance Review Plan

GENERAL AGREEMENT

The Principal Annual Professional Performance Review Committee (PAPPRC)

The Principal Annual Professional Performance Review Committee (PAPPRC) will consist of the Building Principals, the Assistant Superintendent for Curriculum & Instruction and/or the Superintendent of Schools, and may include Association members selected by the Association.

Whereas the parties above are obligated to negotiate APPR provisions for Principals consistent with Education Law §3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. Application:

- This provision shall apply only to the title of Principal.
- Implementation of this provision will begin on July 1, 2012.
- The district and the association will reassess the APPR plan each school year. It is understood and agreed that the APPR will continue in effect until such time as there is a mutual agreement on any change. Either party may request that the PAPPRC review specific aspects of the APPR. Any changes to the evaluation procedures of Principals recommended by the PAPPRC would only be effective upon mutual written agreement of the Association and the District.

Should the law (§3012-c) of 2012 or the regulations regarding §3012-c change from what was in place and adopted by the Board of Regents in May 2011 and revised in the proposed budget bill by the governor on February 16, 2012, this agreement shall be renegotiated to be consistent with further changes in law or regulation.

RUBRIC SELECTION

The Oyster Bay-East Norwich Central School District has chosen to use the state approved Multidimensional Principal Performance Rubric (MPPR). The rubric is clustered into six domains:

- Domain 1: Shared Vision of Learning
- Domain 2: School Culture and Instructional Program
- Domain 3: Safe, Efficient, Effective Learning Environment
- Domain 4: Community
- Domain 5: Integrity, Fairness, Ethics
- Domain 6: Political, Social, Economic, Legal and Cultural Context

THE INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (2008)

The Annual Professional Performance Review Plan for Principals is based on the ISLLC 2008 Standards. The Interstate School Leaders Licensure Consortium organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:

- Setting a widely shared vision for learning
- Developing a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

ISLLC STANDARD 1:

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

ISLLC STANDARD 2:

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLLC STANDARD 3:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

ISLLC STANDARD 4:

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

ISLLC STANDARD 5:

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

ISLLC STANDARD 6:

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

EVALUATION PROCEDURES

Lead Evaluator

The Assistant Superintendent for Curriculum & Instruction and/or the Superintendent of Schools shall be the lead evaluator(s) for the Principal.

Composite Effectiveness Score

Under Education Law §3012-c, each Principal must receive a score resulting in a single composite effectiveness rating of “highly effective,” “effective,” “developing,” or “ineffective.” Administrators will be evaluated across three State-required subcomponents:

1. *Student Growth - 20 points (25 points upon implementation of a value-added growth model):* The 20 or 25 points for student growth measures shall be generated by:

- The state provided score based on the result of the student growth/value added measure as applied to State assessments in 4-8, ELA/Math
- The state provided score based on the result of the Principal student growth percentile/value-added measure as applied to State assessments and/or graduation rates
- When there is no state score generated, Student Learning Objectives shall be submitted to the Assistant Superintendent for Curriculum & Instruction and/or the Superintendent of Schools for approval. The decision on approval shall be provided within 5 days of submission by the Principal.

2. *Locally-Selected Measures - 20 points (15 points upon implementation of a value-added growth model):* The 20 or 15 points for student growth measures shall be generated by an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the Principal and Assistant Superintendent for Curriculum & Instruction and/or the Superintendent of Schools. This plan shall include what approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. The Superintendent shall verify comparability and rigor in the utilization of this district-wide goal setting process as required by regulation. For all measures, the cohort of students utilized shall only include those enrolled on June 15 and who have been enrolled for a minimum of 140 days. The Assistant Superintendent for Curriculum & Instruction and/or the Superintendent of Schools and the Principal shall identify annually measures based on options provided by the State.

All assessments used for the locally selected measures of student achievement will be assessed using the Local Assessment Scoring Chart (Appendix A).

3. *Broad Assessment of Principal Leadership Based on ISLLC Standards, Multidimensional Principal Performance Rubric – 60 points:* Sixty (60) points will be based on a “broad assessment of Principal leadership and management actions” viewed through the lenses of the ISLLC Standards and the Multidimensional Principal Performance Rubric (MPPR). Broad assessment will be based on school visits (observations), a collection of artifacts/evidence/reflective statements and an end of year evaluation.

Observations

As part of the following observation process, the Superintendent shall ensure that any observed deficiency that may be observed by the lead evaluator is documented in writing. Such documentation shall include constructive and definite ways in which the Building Principal may improve specifically on any deficiency identified by the lead evaluator.

Non-tenured Principals:

Three (3) formal observations (one unannounced) will be made during each probationary year.

Tenured Principals:

Two (2) formal observations (one unannounced) will be conducted each year.

See Appendix B for a non-exhaustive list of examples of opportunities for observation.

Conduct of Observations

Formal monitoring or observation of the work performance of a Principal shall be conducted openly and with full knowledge of the Principal.

Observations will be conducted only by the lead evaluator, using the school visit/observation checklist (Appendix C).

The observation shall be at least thirty minutes in duration.

With the exception of the unannounced observations, all formal observation must be scheduled three (3) school days in advance.

A pre-observation meeting will be held at least one week prior to scheduled formal observation to discuss planned activities to be observed and the related practice rubric domains that will be the focus of the observation.

A post-observation meeting will be held no later than one week from the date that the formal observation was conducted, and a written summary, including any suggested guidance, will be delivered to the Principal within ten (10) school days of the post-observation meeting. The Principal shall have ten (10) school days to submit a response to the observation including any supporting documentation.

There will be a formative mid-year evaluation completed by the lead evaluator no later than January 15th. The mid-year evaluation is meant to provide the Building Principal with constructive feedback as to his/her progress on selected goals based on the mutually selected principal practice rubric. A written summary of the formative mid-year evaluation, including any suggested guidance, shall be delivered to the Principal within ten (10) school days of the formative mid-year evaluation meeting. The Principal shall have ten (10) school days to submit a response to the formative mid-year evaluation including any supporting documentation.

No composite points will be assigned to mid-year evaluation.

A single observation by an observer in any one (1) year shall not be considered as the sole basis for the termination of service.

Evaluations of Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal.

Collection Of Artifacts/Evidence and Reflective Statements

It is the responsibility of the Principal to maintain his or her collection of artifacts/evidence and reflective statements. See Appendix D for Rubric Conversion Chart. The Principal shall submit this collection of evidence between June 15th and June 30th. At least one goal, one artifact, and one reflective statement will be submitted as evidence of the Principal's performance in each of the following Domains:

- Domain 1: Shared Vision of Learning (12 points)
- Domain 2: School Culture and Instructional Program (12 points)
- Domain 3: Safe, Efficient, Effective Learning Environment (12 points)
- Domain 4: Community (12 points)
- Domain 5: Integrity, Fairness, Ethics (12 points)

The scoring will be as follows for each Domain:

- Goal - 3 points (4 points if no data is collected during the school visit/observation)
- Artifact - 3 points (4 points if no data is collected during the school visit/observation)
- Reflective Statement - 3 points (4 points if no data is collected during the school visit/observation)
- Data collected by lead evaluator during school visit/observation - 3 points (if no data is collected during the school visit, the score will be prorated as indicated above)

A non-exhaustive list of sample artifacts and evidence is annexed hereto as Appendix E. The Superintendent shall review and consider all artifacts/evidence submitted and such artifacts/evidence shall be reflected on the final evaluation form (Appendix F).

End of Year Evaluation

Upon review of the submitted school documents and school visit summaries and responses, the evaluator shall complete his/her end of the year evaluation on the form provided (Appendix F) with an assigned point total and deliver it to the Building Principal no later than June 30th.

Final evaluations, including the three composite scores and a final rating, will be received by the Principal as soon as practicable, but no later than September 1st of the following school year for which the Principal is being evaluated.

The Principal shall have the right to append his/her remarks to the report and will sign the report as an indication of having seen the report. Any such remarks will be attached to the report and become part of the report.

In the event a Principal receives a composite score that results in a *developing* or *ineffective* rating, that rating will be backed by evidence through supporting documentation. Commendations may also be written.

4. Miscellaneous

All aspects of the composite scoring plan, including the 20 points for Student Growth Measures, the 20 points for Locally-Selected Measures, and the 60 points for the Broad Assessment of Principal Leadership Based on ISLLC Standards, will sunset as of June 30, 2013.

The District and the OBEN Administrators Association will reassess the remaining APPR plan each school year. The Principal Annual Professional Performance Review Committee (PAPPRC) will consist of the Building Principals, the Assistant Superintendent for Curriculum & Instruction and/or the Superintendent of Schools, and may include Association members selected by the Association. This committee will be responsible for reviewing the policies and procedures related to the APPR annually. It is understood and agreed that the APPR will continue in effect until such time as there is a mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of Principals recommended by the PAPPRC will only be effective upon mutual written agreement of the Association and the District. The Parties agree that more frequent reviews may be necessary during the first year(s) of implementation. Any necessary revisions shall be accomplished through collective bargaining.

In the event that a Building Principal is hired or begins after January 1st, the Parties agree to award all sixty (60) “other measures” composite points to that Building Principal for that school year.

Rating Scale

Standards for Rating Categories	Growth or Comparable Measures	Locally-Selected Measures of Growth or Achievement	Other Measures of Effectiveness
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).	Results are well-above District-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

For 2012-13 for educators for whom there is no approved Value-Added measure of student growth the scoring ranges will be:

2012-13 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

For 2012-13 for educators for whom there is an approved Value-Added measure of student growth the scoring ranges will be:

2012-13 where there is a Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

HOLD HARMLESS PROVISION

The Parties agree to a “hold harmless” provision for all Ineffective ratings to enable Principals and district administrators to learn from their individual experiences, and make necessary modifications for a fair and valid system. For the school years ending in 2013 and 2014, all Principals who receive an “Ineffective” overall APPR rating will be held harmless for those particular years only. The phrase “hold harmless” shall mean that the District shall not use an overall Ineffective HEDI rating as a means for an expedited hearing process or as evidence in a hearing process. A Principal receiving an Ineffective rating shall still receive a Principal Improvement Plan (PIP).

THE PRINCIPAL IMPROVEMENT PLAN

In the event that a Principal has not met professional standards, this is to be indicated, with explanation, through timely feedback and the year end *Summative Evaluation*. All Principals who receive a rating of “developing” or “ineffective” shall be provided with a Principal Improvement Plan (PIP). The PIP is a structured plan designed to outline a plan of action to address specific areas of concerns. The purpose of a PIP is to assist a Principal to work to his/her fullest potential. The Parties understand and agree that the sole and exclusive purpose of a PIP is the improvement of a Principal’s practice and that the issuance of a PIP is not a disciplinary action. The PIP must consist of the following components:

- A. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the Principal to accomplish during the period of the Plan.
- B. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the Principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the Principal.
- C. **RESOURCES:** Identify specific support structures and resources available to assist the Principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- D. **RESPONSIBILITIES:** Identify steps to be taken by the Superintendent and/or designee and the Principal throughout the Plan. Examples: school visits by the Superintendent and/or designee; supervisory conferences between the Principal and the Superintendent and/or designee; written reports and/or evaluations, etc.
- E. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Indicate specific evidence of progress, such as artifacts and data. Specify next steps to be taken based upon whether the Principal is successful, partially successful or unsuccessful in efforts to improve performance.
- F. **TIMELINE:** Provide a specific timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan.

The PIP shall be developed in consultation with the Principal and the Superintendent and/or designee. Association representation shall be afforded at the Principal's request. The Principal shall be advised of his/her right to such representation. The PIP must be in place no later than 15 days after the start of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is explained, discussed, signed and dated at the beginning of its implementation.

After the first quarter, the Principal and the Superintendent and/or designee will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue.

At the end of the PIP if the PIP goals are reached, the PIP will terminate. The culmination of the PIP will be communicated in writing to the Principal. No disciplinary action shall be taken by the District against a Principal, predicated on an ineffective rating, who has met the performance expectations set by a PIP.

If the Principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed according to these guidelines for the subsequent school year by the Principal and the Superintendent and/or designee in collaboration with the Association.

The Principal must be offered the opportunity for a mentor. The Principal will select the mentor, with the approval of the Superintendent. The mentor and the Principal will collaborate during the first quarter. All dealings between the mentor and the Principal will be confidential.

As the intent of the evaluation system is to ensure the continuous growth of professionals, the administrator's role is a key component for success. Failure by the District to meet its obligation to properly implement the terms or provide adequate support for achieving the goals of the PIP that results in any rating below "effective" shall be deemed to be invalid. This information will be expunged from the Principal's record and will also be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also prevent its use in any and all other employment decisions.

APPEALS

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal.

Appeals shall be limited to those evaluations which have resulted in a rating of *developing or ineffective*.

Appeals shall be limited to:

- 1) the substance of the Annual Professional Performance Review;
- 2) the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
- 3) the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
- 4) the school district's issuance and/or implementation of the terms of a Principal Improvement Plan (PIP).

Any Principal who receives a “Developing” rating on their annual total composite APPR shall be entitled to appeal their annual APPR rating, based upon a written submission to the Superintendent of Schools or the Superintendent’s administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, that the person who served as an evaluator or lead evaluator for the APPR being appealed shall not hear the appeal.

The Superintendent or the Superintendent’s administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent or the Superintendent’s administrative designee shall review the evidence underlying the observations of the Principal along with all other evidence submitted by the Principal prior to rendering a decision. Except as provided below, such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered final and binding.

In addition, any Principal who receives an “Ineffective” rating on their annual total composite APPR shall be entitled to a further appeal of their annual APPR rating, based upon a written submission, to a three-person panel that must include the following:

- a retired administrator selected by the Association
- a retired Superintendent selected by the District
- a currently employed educator or retired educator to be selected by mutual agreement

The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the Principal, and all other evidence submitted by the Principal and/or the district. The evidence and arguments shall be presented to the panel for review within fifteen (15) business days after the panel selection. Upon completion of the review, the panel shall render a written decision within ten (10) business days after receipt of the evidence and arguments from both sides. The opinion shall be final and binding and may uphold, reverse, or modify the preliminary determination as well as make adjustments to the Principal Improvement Plan or other corrective actions.

All appeals must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a Principal who is placed on a Principal Improvement Plan shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

Except as otherwise specified herein, an appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the Principal, in the case of a tenured Principal, and within fifteen (15) business days of the presentation of the final document to a probationary Principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the fifteen (15) business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen (15) business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later

than the 10th day after classes begin during the September immediately following the last day of the PIP.

Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties' collective bargaining agreement.

Nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive *ineffective* annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

OBENAA Members Not Covered Under Section 3012-c

Any existing previously approved Annual Professional Development Performance Review (APPR) procedures pursuant to Section 100.2 of the Rules and Regulations of the Commissioner of Education remain in effect for OBENAA members who are NOT subject to Section 3012-c of New York State Education law. This includes assistant principals, content area supervisors and department directors.

Annual Plan Document

The Annual Professional Performance Review document will be available to all Principals on the opening day of school and posted on the district's website by September 10th of each year.

Appendices

- A - Local Assessment Scoring Chart
- B - Evidence /Artifacts
- C - Visit/Observation Checklist
- D - Rubric Conversion Chart
- E - Possible Types of Observation
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APPENDIX A

**Oyster Bay – East Norwich Central School District
Local Assessment Scoring Chart**

**Locally-Selected Measures HEDI Point Conversion
Oyster Bay – East Norwich Central School District**

	HEDI Points	SLO Target	Example Range if Target = 75%	
Ineffective	0	Misses the target by 0-33.3% of 200% of the difference between the target and 100%	0%	8%
	1	Misses the target by 33.4-66.6% of 200% of the difference between the target and 100%	8%	17%
	2	Misses the target by 66.7-99.9% of 200% of the difference between the target and 100%	17%	25%
Developing	3	Misses the target by 191-200% of the difference between the target and 100%	25%	27%
	4	Misses the target by 181-190% of the difference between the target and 100%	28%	30%
	5	Misses the target by 161-180% of the difference between the target and 100%	30%	35%
	6	Misses the target by 141-160% of the difference between the target and 100%	35%	40%
	7	Misses the target by 121-140% of the difference between the target and 100%	40%	45%
	8	Misses the target by 101-120% of the difference between the target and 100%	45%	50%
Effective	9	Misses the target by 91-100% of the difference between the target and 100%	50%	52%
	10	Misses the target by 81-90% of the difference between the target and 100%	53%	55%
	11	Misses the target by 61-80% of the difference between the target and 100%	55%	60%
	12	Misses the target by 41-60% of the difference between the target and 100%	60%	65%
	13	Misses the target by 21-40% of the difference between the target and 100%	65%	70%

Effective	14	Misses the target by 1-20% of the difference between the target and 100%	70%	75%
	15	Meets Target	75%	
	16	Exceeds target by 1-20% of the difference between the target and 100%	70%	80%
	17	Exceeds target by 21-40% of the difference between the target and 100%	80%	85%
Highly Effective	18	Exceeds target by 41-60% of the difference between the target and 100%	85%	90%
	19	Exceeds target by 61-80% of the difference between the target and 100%	90%	95%
	20	Exceeds target by 81-100% of the difference between the target and 100%	95%	100%

Locally Selected Measures HEDI Point Conversion with VAM

	HEDI Points	SLO Target	Example Range if Target = 75%	
Ineffective	0	Misses the target by 0-33.3% of 200% of the difference between the target and 100%	0%	8%
	1	Misses the target by 33.4-66.6% of 200% of the difference between the target and 100%	8%	17%
	2	Misses the target by 66.7-99.9% of 200% of the difference between the target and 100%	17%	25%
Developing	3	Misses the target by 181-200% of the difference between the target and 100%	25%	30%
	4	Misses the target by 161-180% of the difference between the target and 100%	30%	35%
	5	Misses the target by 141-160% of the difference between the target and 100%	35%	40%
	6	Misses the target by 121-140% of the difference between the target and 100%	40%	45%
	7	Misses the target by 101-120% of the difference between the target and 100%	45%	50%
Effective	8	Misses the target by 76-100% of the difference between the target and 100%	50%	56%
	9	Misses the target by 51-75% of the difference between the target and 100%	56%	62%

Effective	10	Misses the target by 26-50% of the difference between the target and 100%	63%	69%
	11	Misses the target by 1-25% of the difference between the target and 100%	69%	75%
	12	Meets Target	75%	
	13	Exceeds target by 1-30% of the difference between the target and 100%	75%	83%
Highly Effective	14	Exceeds target by 31-60% of the difference between the target and 100%	83%	90%
	15	Exceeds target by 61-100% of the difference between the target and 100%	90%	100%

APPENDIX B

Oyster Bay – East Norwich Central School District

Evidence / Artifacts

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Examples of Evidence / Artifacts:

- Building goals
- School Improvement Plan
- Grade level goals
- Conference day programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Faculty meeting agendas
- Staff memos
- Parent letters
- Administrative council meeting agendas
- Department, grade level and/or team meeting agendas
- Scheduled collaboration and common planning time
- Mission/vision statement posters
- Instructional data compiled for staff
- Board presentations
- Advisory committee meeting agendas
- End-of-year report
- School newsletter
- Parent and student communication
- School website
- Interview Committees/Process
- Monthly reports
- School report card
- Parent meeting agendas
- Building wide discipline plan
- Interscholastic academic eligibility policy
- Character education programs
- Guidance plan
- Student recognition programs
- Building tours
- Student orientation assemblies and lessons
- New entrant orientation program

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Examples of Evidence / Artifacts:

- Recruiting, hiring and retaining quality staff
- New teacher orientation and induction programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Teacher mentor programs
- Administrative orientation and induction programs
- New administrator mentor programs
- Staff recognition programs
- Teacher and administrator observations and evaluations
- Teacher observation schedule
- Tenure recommendations
- Recommendations for continued employment
- Supervision of teacher APPR plans
- Observations and evaluations of non-certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- Child study team meetings
- Motivational assemblies, speakers and programs
- Planning and development of teacher in-service programs
- Staff development plan and calendar
- Professional development program agendas and products
- Demonstration plans and lessons
- Provide teachers with opportunities to observe best practices
- Walk-through observation schedules
- Administrative council meeting agendas
- Faculty meeting agendas
- School climate surveys
- Administrative journal
- Administrative calendar
- Attend local, state and/or national professional conferences
- Professional reading library for staff
- Supportive notes from staff or community
- Student recognition for academics and athletics

Examples of Evidence / Artifacts (Standard 2 continued):

- Art & music awards programs and competitions
- Examples of Evidence / Artifacts: (continued)
- Honor societies
- Student faculty communication committee
- Guidance plan and program
- Identification and placement of ELL and Students with Disabilities
- Annual review of Students with Disabilities
- Child Study Teams,
- Student agenda book
- Registration procedures
- Character education programs
- Records management procedures
- College application process
- Class ranking
- Honor roll
- Commencement exercise
- Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- Interscholastic athletic programs
- Intramural athletic programs
- Extended day programs
- GED programs
- School newspaper
- Yearbooks
- Literary magazine
- Student media center
- School television and radio
- Student mentor program

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Examples of Evidence / Artifacts:

- Master schedules/Special class schedules
- Duty rosters
- Class rosters
- Staff Memos
- Assessment preparation and planning
- Proctor schedules
- Administration, scoring and reporting of state assessments: Regents examinations, mid-term examinations, ACT, SAT, IB, AP and NYSESLAT
- Analyses of data and application to instruction
- Transportation schedule and rosters
- Class size report
- Staffing projections
- Calendar planning
- Budget development (equipment, supplies, technology, textbooks, shared services, etc.)
- BEDS Report
- VADIR Report
- AIS programs
- Substitute coverage
- Cabinet meetings
- Administrative council meeting agendas
- General faculty and staff meeting agendas
- Department meeting agendas
- Grade Level meeting agendas
- Team meeting agendas
- Faculty meeting agendas
- Monthly reports/End-of-year report
- Safety Plans/Safety Drills
- Building expectations / rules communicated and posted
- School safety and emergency plan
- Crisis management team meetings
- Phone log and email
- Fire Inspection report & insurance audit

Examples of Evidence / Artifacts (Standard 3 continued):

- Informal meetings and agendas
- School security plan
- School safety committee
- School attendance policy
- Staff memos
- Plant management walk through
- Student orientation documents
- Regular meetings with maintenance staff
- Safety survey data
- Teacher handbook
- Substitute handbook
- Student agenda book
- New teacher orientation and induction program
- Teacher/administrator mentor program
- District Code of Conduct
- 3214 Due Process procedures
- Student disciplinary hearings
- Suspension reports
- Immunization report
- School health report
- Infection prevention policy, MRSR, etc.
- Parent communication, letters, email, telephone
- Parent portal communication
- School report card
- Open school nights
- Meet the teacher nights
- Parent teacher conference days
- Progress reports
- Report cards
- Bi-lingual communication
- Emergency telephone system
- Emergency website information

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Examples of Evidence / Artifacts:

- Parent advisory committee agendas
- PTSA and/or PTA meeting agendas and programs
- Sports booster club meeting agendas and programs
- Band parent organization meeting agendas and programs
- Shared decision making team meetings and products
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- Boy Scout and Girl Scout programs and recognition
- Fire department
- Family night programs
- Class parent and support programs
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- School health fairs
- School newsletter articles
- School website information
- Hispanic History Month
- Black History Month
- Women's History Month
- Veterans Month
- September 11 Heroes Day
- Presidents Day
- Thanksgiving and other culturally relevant civic celebrations
- Recognition and celebration of important cultural events of all stakeholders

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Examples of Evidence / Artifacts:

- Adherence to school conduct and discipline policy
- Attendance policy
- Student handbook policy and procedures
- Teacher handbook policy and procedures
- Interscholastic academic eligibility policy
- Child abuse and maltreatment prevention
- Bullying prevention programs
- Suicide prevention programs
- Sexual harassment prevention and reporting programs
- Timely notification of sex offenders
- Student recognition programs
- Character education recognition
- Academic awards
- Athletic awards
- Programs promoting tolerance and acceptance of all
- Character education assemblies and ongoing motivational programs
- Recognition and celebration of diversity
- Balanced team and/or class construction
- Multi-lingual school to parent communication
- Recognition and celebration of important cultural events of all stakeholders
- Public recognition of diversity in newsletters and websites
- Adherence to board of education policies
- Adherence to Dignity for All Students Act

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Examples of Evidence / Artifacts:

- Guide staff disaggregating data
- Log of community resources
- Work with local civic organizations
- District curriculum committee
- Staff development surveys
- Community and student surveys
- Demographic and academic data collection and review
- Superintendent's administrative council
- Informal committee participation
- Implement new Commissioner's regulations and guidelines
- Attend district budget planning sessions
- Attendance at Board of Education Meetings
- Participation in Board of Educations Meetings upon request

APPENDIX C

Oyster Bay – East Norwich Central School District

Visit/Observation Checklist

PRINCIPAL: _____

BUILDING: _____

DATE: _____ **TIME:** _____

<u>DOMAIN 1 – SHARED VISION OF LEARNING</u>		
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.		
	DATA	NOTES
A. Collaboratively develop and implement a shared vision and mission		
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning		
C. Create and implement plans to achieve goals		
D. Promote continuous and sustainable improvement		
E. Monitor and evaluate progress and revise plans		

<u>DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM</u>		
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.		
	DATA	NOTES
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations		
B. Create a comprehensive, rigorous, and coherent curricular program		
C. Create a personalized and motivating learning environment for students		
D. Supervise instruction		
E. Develop assessment and accountability systems to monitor student progress		
F. Develop the instructional and leadership capacity of staff		
G. Maximize time spent on quality instruction		
H. Promote the use of the highly effective and appropriate technologies to support teaching and learning		
I. Monitor and evaluate the impact of the instructional program		

<u>DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT</u>		
An education leader promotes the success of every student by ensuring management of the organization,		

operation, and resources for a safe, efficient, and effective learning environment.		
	DATA	NOTES
A. Monitor and evaluate the management and operational systems		
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources		
C. Promote and protect the welfare and safety of students and staff		
D. Develop the capacity for distributed leadership		
E. Ensure teacher and organizational time is focused to support quality instructional student learning		

<u>DOMAIN 4 – COMMUNITY</u>		
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.		
	DATA	NOTES
A. Collect and analyze data and information pertinent to the educational environment		
B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources		
C. Build and sustain positive relationships with families and caregivers		
D. Build and sustain productive relationships with community partners		

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	DATA	NOTES
A. Ensure a system of accountability for every student's academic and social success		
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior		
C. Safeguard the values of democracy, equity, and diversity		
D. Consider and evaluate the potential moral and legal consequences of decision-making		
E. Promote social justice and ensure that individual student needs inform all aspects of schooling		

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	DATA	NOTES
A. Advocate for children, families, and caregivers		
B. Act to influence local, district, state, and national decisions affecting student learning		
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies		

APPENDIX D

Oyster Bay – East Norwich Central School District

Rubric Conversion to 60 Points

PRINCIPAL: _____

SCHOOL BUILDING: _____

DATE: _____

Domain	Goal <i>3pts/4pts*</i>	Artifact <i>3pts/4pts</i>	Reflective Statement <i>3pts/4pts</i>	Data Collected During School Visit <i>3pts</i>	Totals
Domain 1: Shared Vision of Learning					____/12
Domain 2: School Culture and Instruction					____/12
Domain 3: Safe, Efficient, Effective Learning Environment					____/12
Domain 4: Community					____/12
Domain 5: Integrity, Fairness, Ethics					____/12
Total					____/60 pts

*** If no domain specific evidence data is collected during a school visit, the score will be prorated for each domain.**

APPENDIX E

Oyster Bay – East Norwich Central School District

POSSIBLE TYPES OF OBSERVATION (NOT LIMITED TO THE FOLLOWING)

- **FACULTY MEETINGS**
- **GRADE LEVEL MEETINGS**
- **CHILD STUDY MEETINGS (CST)**
- **PARENT MEETINGS**
- **COFFEE WITH THE PRINCIPAL**
- **PTA MEETINGS**
- **OBSERVATION PROCESS MEETINGS**
- **PRE-OBSERVATION MEETINGS**
- **POST-OBSERVATION MEETINGS**
- **WALKS**
- **PLANNING A MEETING WITH A STAFF MEMBER OR CONSULTANT**
- **OPEN HOUSE**
- **PUBLIC OUTREACH**
- **SPECIAL SCHOOL EVENTS**
- **SITE BASED TEAM MEETINGS**
- **CONFLICT RESOLUTION MEETINGS**
- **TIP MEETINGS**
- **DATA MEETINGS**
- **PRINCIPAL/SUPERVISOR PLANNING OF A REVIEW DATA MEETING**
- **PRESENTATION TO ADMINISTRATIVE COUNCIL**
- **PRESENTATION TO BOARD OF EDUCATION**
- **PROFESSIONAL PRESENTATION AT A CONFERENCE**
- **INTERVIEW COMMITTEES**
- **504 MEETINGS**
- **INSTRUCTIONAL LEARNING TEAM MEETINGS**
- **BUILDING MANAGEMENT**

APPENDIX F

**Oyster Bay – East Norwich Central School District
PRINCIPAL END-YEAR EVALUATION REPORT**

PRINCIPAL: _____

SCHOOL BUILDING: _____

DATE: _____

Student Growth Score (20 points)	_____/20
Locally-Selected Measure (20 points)	_____/20
Broad Assessment of Leadership (60 points)	_____/60

Total Point Score	Effectiveness Rating Score (HEDI)

Principal's Signature _____ Date _____

Lead Evaluator's Signature _____ Date _____

Signature of Principal indicates he or she has read the evaluation.

Received by Superintendent _____ Date _____

APPENDIX G

PRINCIPAL IMPROVEMENT PLAN (PIP)

Principal: _____ **Signature:** _____ **Date:** _____

Administrative Supervisor: _____ **Signature:** _____ **Date:** _____

Association Rep: _____ **Signature:** _____ **Date:** _____

Specific Area for Improvement:

Performance Goals	Strategies, Activities, & Timeline	Support Structures/ Resources	Data Collection/ Method Sources	Evidence of Progress

Specific Area for Improvement:

Performance Goals	Strategies, Activities, & Timeline	Support Structures/ Resources	Data Collection/ Method Sources	Evidence of Progress

